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interested in texts in the field of social education will do well to give Mr. Robbins' book some careful consideration before selecting one for use.

HOLLISTER, HORACE A. *The Township and Community High School Movement in Illinois*. Washington: Government Printing Office, 1917. Pp. 48.

The township and community high-school movement has made great progress in the state of Illinois during the last two decades. Fortunately for those interested in the movement there have recently appeared two pamphlets which discuss it in nearly all of its phases. These pamphlets are the one under review here and Principal Smith's *Illinois High Schools*, reviewed elsewhere in this issue.

Besides a short history of the movement in Illinois Mr. Hollister discusses the material advantages of such schools, relates rather detailed account of particular schools, and presents material illustrative of some educational advantages of community high schools. The special features of the pamphlet are fourteen plates portraying actual work, a list of all such schools, and a map of Illinois showing the location of each. The pamphlet ought to be of interest and value to persons interested in forward movements in secondary education.

THORNDIKE, LYNN. *The History of Medieval Europe*. Boston: Houghton Mifflin Co., 1917. Pp. xx+682.

On the basis of merit Professor Thorndike's book should receive much more space than can be allotted to it in this review. In the first place, the book is a fresh, scholarly, and up-to-date treatment of mediaeval history by an experienced and successful teacher of the subject. It is planned and written both for the college student and the general reader. The development of Europe and its civilization, from the decline of the Roman Empire to the opening of the sixteenth century, is the author's theme. The general plan is to treat mediaeval Europe as a whole rather than give the respective histories of individual nations, such as France, England, Germany, and Italy. In other words, Professor Thorndike has written a history of mediaeval Europe rather than a separate history of the foregoing countries during this period. To the American reader such a treatment is very advantageous, since he is usually interested in movements that affected Europe as a whole rather than in individual countries.

The features of the book which add to its value as a text are a number of excellent maps, a chronological table, exercises and readings at the end of each chapter, avoidance of long quotations and footnotes, an unusually full index, and a system of marginal headings.

The book has already been adopted as a text in a long list of colleges. It is too difficult for average high-school students and should not be added to high-school libraries except for the use of the teacher and a few students of considerable historical ability.